

## CHESTER PARK COMPLEX

835 Lancaster Highway  
Chester, SC 29706

**GRADES** PK-5 Elementary School

**ENROLLMENT** 1,866 Students

**PRINCIPAL** Nancy Coleman 803-581-5435

**SUPERINTENDENT** Dr. Barry E. Campbell 803-385-6122

**BOARD CHAIR** Mrs. Denise C. Lawson 803-581-6224

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	42	59	2	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

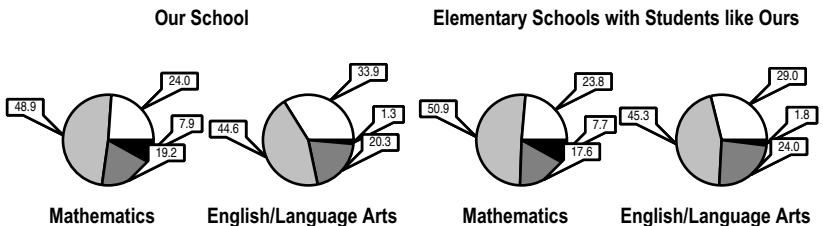
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




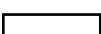
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	134	307	132
Percent satisfied with learning environment	93.0%	87.8%	69.5%
Percent satisfied with social and physical environment	93.0%	86.6%	63.6%
Percent satisfied with home-school relations	64.3%	90.2%	75.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	962	99.6	33.9	44.6	20.3	1.3	21.6	17.6
Gender								
Male	485	99.6	37.2	44.5	17.5	0.9	18.4	17.6
Female	477	99.6	29.9	44.4	24.0	1.7	25.8	17.6
Racial/Ethnic Group								
White	388	99.7	22.7	45.2	29.9	2.2	32.1	17.6
African-American	561	99.5	41.0	43.3	14.9	0.7	15.7	17.6
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	829	99.6	33.3	43.3	22.1	1.3	23.5	17.6
Disabled	133	99.2	38.5	54.1	6.4	0.9	7.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	962	99.6	33.3	44.5	20.8	1.3	22.1	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	961	99.6	33.0	44.8	20.9	1.3	22.3	17.6
Socio-Economic Status								
Subsidized meals	568	99.6	40.7	45.4	13.4	0.6	13.9	17.6
Full-pay meals	392	99.5	22.8	43.2	31.6	2.4	34.0	17.6

Mathematics								
All students	962	99.7	24.0	48.9	19.2	7.9	27.1	15.5
Gender								
Male	485	99.6	24.8	47.1	19.2	8.8	28.1	15.5
Female	477	99.8	21.6	51.2	19.9	7.3	27.2	15.5
Racial/Ethnic Group								
White	388	99.7	17.3	41.9	26.0	14.8	40.8	15.5
African-American	561	99.6	27.4	53.6	15.3	3.7	19.0	15.5
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	829	99.9	21.0	50.1	20.4	8.5	28.9	15.5
Disabled	133	98.5	46.8	39.4	10.1	3.7	13.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	962	99.7	23.1	49.2	19.6	8.1	27.7	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	961	99.7	22.7	49.4	19.7	8.1	27.9	15.5
Socio-Economic Status								
Subsidized meals	568	99.6	27.6	54.2	14.3	3.9	18.2	15.5
Full-pay meals	392	99.7	16.6	41.8	27.3	14.2	41.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	312	N/A	25.6	42.1	28.8	3.6	32.4
	Grade 4	332	N/A	32.8	48.6	16.7	1.8	18.5
	Grade 5	332	N/A	31.7	52.3	15.1	0.9	16.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	309	100.0	30.2	41.2	26.2	2.3	28.6
	Grade 4	323	99.4	30.4	47.6	20.8	1.3	22.0
	Grade 5	330	99.4	40.7	44.7	14.3	0.3	14.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	312	N/A	29.8	47.2	12.9	10.0	23.0
	Grade 4	332	N/A	34.3	41.3	13.1	11.2	24.3
	Grade 5	332	N/A	38.2	47.0	8.8	6.1	14.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	309	100.0	17.9	54.5	19.6	8.0	27.6
	Grade 4	323	99.7	22.9	45.5	22.6	8.9	31.5
	Grade 5	330	99.4	30.7	46.9	15.5	6.8	22.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 1,866)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.6%	2.4%
Attendance rate	94.3%	Down from 96.5%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.9%	Up from 5.2%	11.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.4%	Down from 5.9%	8.4%	8.0%
Older than usual for grade	2.5%	Down from 3.5%	1.3%	1.1%
Suspended or expelled	1.0%	Down from 1.2%	0.0%	0.0%

Teachers (n= 141)				
Teachers with advanced degrees	51.8%	Up from 49.3%	46.9%	50.0%
Continuing contract teachers	87.9%	Up from 85.4%	85.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.5%	Down from 86.9%	86.2%	86.2%
Teacher attendance rate	93.0%	Down from 99.3%	95.3%	95.3%
Average teacher salary	\$38,554	No change	\$39,318	\$39,909
Prof. development days/teacher	15.4 days	Up from 6.4 days	12.2 days	11.4 days

School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio	18.0 to 1	Down from 19.3 to 1	18.9 to 1	18.9 to 1
Prime instructional time	86.1%	Down from 95.7%	89.5%	89.7%
Dollars spent per pupil*	\$5,012	Up 11.0%	\$5,792	\$5,892
Percent spent on teacher salaries*	74.1%	Up from 73.1%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	77.2%	Down from 79.2%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Chester Park Complex is the largest elementary school in South Carolina. By design, the complex is actually two schools that function as one—a primary school (grades pre-k through two) and an intermediate school (grades three through five) connected by a core of shared facilities such as the media center, a cafeteria, an auditorium, and special education and fine arts classrooms. The student population is 60% African-American, 39% Caucasian, and 1% other, mostly Hispanic. Sixty-eight percent (68%) of students qualify for the federal free and reduced price meals program. Four percent (4%) of students are repeating their current grade level. Suspensions from school numbered 189 during 2002-2003; 815 bus suspensions were recorded.

Our school's mission is to provide a strong educational foundation that enables students to achieve success, to be productive citizens, and to become lifelong learners. This mission is supported by the strong belief that all children can learn when parents, students, school faculty and staff, and the community share responsibility for their success.

Faculty and staff have worked steadfastly for the past several years to implement a strategy-based language arts program addressing the unique needs of individual students and the connections between reading and writing. An equally strong emphasis has been placed on problem-solving mathematics instruction. As a result of intensive staff development, curriculum revision, and a cooperative effort among all faculty, student achievement in both areas is improving. In spring 2002, Chester Park was recognized by the State's Writing Network for being an Exemplary Writing School.

Current goals include revising the social studies and science curriculum and integrating social science, mathematics, and language arts instruction. Other plans are teaching our students to accept responsibility for their actions and helping them develop a variety of learning-to-learn skills such as time management, study habits, and problem solving. A new school-wide discipline plan was implemented during the 2002-2003 school year to promote a more orderly learning environment. Based upon feedback, it will be modified during 2003-2004. Plans to increase parental support and understanding of school academic and behavioral expectations will continue.

To accomplish our goals and improve student achievement, the collaborative efforts of all stakeholders are needed. During 2003-2004, community-building activities within and beyond the school will be implemented to increase parental involvement, to strengthen unity among faculty members, and to build connections with the business community. Methods to extend quality-learning time will be explored through year-round school, transitional classes, multiage classrooms, and team teaching.

Nancy Coleman, Executive Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.